

EFFECTIVE LEADERSHIP ACROSS DISTINCT INSTITUTIONS:
UNDERSTANDING SIMILARITIES IN LEADERSHIP ACROSS THE
MILITARY, BUSINESS, AND HIGHER EDUCATION

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TC660H
Plan II Honors Program
The University of Texas at Austin

December 2, 2016

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Abstract

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Title: Effective Leadership Across Distinct Institutions: Understanding
Similarities in Leadership Across the Military, Business, and Higher Education

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There is currently a trend of former military leaders transitioning into leadership roles in higher education and the corporate world. From an outsiders perspective, the leadership styles needed to be successful in each of these institutions is remarkably different, however, the former military leaders are seeing successes in the new leadership role. This thesis delves deeper into what specific skills and techniques the military teaches that allows the leaders to successfully transition into the new institution. Through a series of interviews with former military leaders who have successfully transitioned into a leadership role in higher education and/or the corporate world, five consistent themes are discovered and analyzed. Within each of these themes, there are many skills and experiences that allow these themes to expand and to transform into tangible methods of leadership that can be applied to all those interested in becoming intentional leaders and improving the teams and organizations that they lead.

Acknowledgements

I would like to thank my supervisors, Admiral Inman and Dean Iverson, for all of their insight and guidance throughout this process. I would also like to thank all of the great leaders who eagerly participated in the interviews for this thesis. Finally, thank you to my family and friends for their encouragement and support.

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What Is Leadership?

Leadership is a term that society tends to overuse. In everyday conversation, people discuss leadership—the importance of being a good leader and the ease of blaming bad leadership for problems that arise within a team or organization. Due to the excessive use of the term, leadership has become very general. Individuals have developed their own definitions of leadership and a true meaning has been lost. In fact, there are over 189,000 book titles on Amazon dealing with leadership. However, there is a reason for the extraordinary number of works on leadership; leadership is extremely relevant and important. Regardless of the organization that an individual is a part of, understanding how to be an effective and intentional leader is an important skill for the head of an organization to understand. In order to succeed as a leader and regularly improve an organization, a leader must understand the difference between what it is to manage versus what it is to lead. A manager works to merely maintain the status quo and to manage his or her subordinates. A leader, on the other hand, challenges the status quo and leads a team of followers to places beyond their own vision. For this thesis, the hypothesis of leadership will be defined by Major General Tony Cucolo as “the process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization.”

Forming a Tribe

There are many key elements of character that leaders embody on a daily basis, many of which directly correlate to the strength of a leader. Some of these characteristics include selflessness, courage, humility, and empathy, among others

(Cucolo 11). The combination of all of these characteristics in a leader allows the leader to form his or her own tribe of followers. A tribe “is a group of people connected to one another, connected to a leader, and connected to an idea” (Godin 1). As people, we have an inclination to join a number of tribes as we find leaders who we believe influence and inspire us to do something greater. To form a tribe, all that is necessary is for there to be a shared interest and a way to communicate (Godin 2). Therefore, tribes can range from employees of a company with a common mission statement and a passion for their work to a college football team with the goal of winning the national championship. Tribes surround us and most people are members of multiple tribes. A common characteristic between these tribes is that all members are waiting for a leader to be able to energize and mobilize the tribe to become great.

Leaders who embody high moral character will have an easier time formulating a tribe around them. Followers are drawn to generous and authentic leaders rather than selfish leaders who simply look out for their own best interests and use their tribes to only better themselves and improve their own situation (Godin 7). In order for the tribe to see continued success, it needs to have respect for both the leader of the tribe and the members that form the tribe. Many institutions represent tribes. These institutions contain important leaders, who have missions and goals to better enhance the tribe. Three of these institutions include the military, higher education, and the corporate world. Although all three of these institutions vary in their make up and purposes, all three of these institutions are lead by leaders who have goals and believe that they will

successfully complete these goals. With all three of these organizations, the more an individual rises through the ranks, whether it be military officer, C suite executive, or Chancellor or President of the University, the more power and influence the individual will have over his or her tribe. One of the reasons that I am choosing to focus on these three diverse institutions is because even though the institutions are inherently different, the leaders at the top of the systems are similar. These leaders “use passion and ideas to lead people, as opposed to using threats and bureaucracy to manage them.” These leaders are “aware of how the organization works,” and this understanding allows the leaders to improve upon their organizations and improve those who follow them (Godin 22).

Morale in the Workplace

Leading the charge of good workplace morale is an important characteristic of a successful leader. While it can be a daunting task to change the culture of an institution, good leadership can quickly change the climate of an institution (Cucolo 19). There are many theories on how to create positive workplace morale. Giving employees a purpose to their work and avoiding brain-dead jobs is one of the best places to begin. If a leader is constantly giving his or her employees jobs that do not allow for improvement and innovation, how can the leader expect the institution to continue to grow? A leader’s goal should be to inspire and create purpose within the respective organization. Reward those who are not afraid to take risks; embrace these people and motivate others to follow in this behavior (Godin 99). If there is a continuing cycle of mediocrity and a lack of avenues to take risks, the possibility of

growth is limited. To avoid this, there needs to be excitement in and throughout the workplace.

How can a leader establish excitement and morale throughout the workplace? The first way a leader can inspire workers to come to work everyday excited for the challenge that lies ahead is through building a system of trust between the leader and his followers. As J. Randall Keene remarks in his book *A Better Way*, it is difficult to “enjoy working with someone I do not trust—or who does not trust me” (Keene 84). A distrustful environment can ruin the climate of the work environment—it will create a toxic environment to progress and passion. There also needs to be a mutual respect shown in order to eliminate “the fear of being ridiculed for taking a chance to offer a new idea” (Keene 85). Now, this is not to say that a leader will tolerate uncalculated risks; however, it is also the responsibility of a leader to provide a basis of what is acceptable and what is not.

One avenue a leader can take in increasing productivity is through training programs. In a study conducted by Shawn Achor, a leading researcher in positive psychology and happiness, it was revealed that “productivity and performance in the workplace, had improved considerably for those who had the training; and, more important, statistical analysis revealed that the training was responsible for the positive effects” (Achor 40). There is a real value in training employees to gain a better understanding in a number of areas. Training allows employees to gain confidence to take appropriate, calculated risks, grasp the environment of the workplace, and to understand their role, among others. There is evidence that when a leader provides positive feedback to his employees, these “small positive

interventions could create sustainable, long-term change at work” (Achor 40).

Through training and creating trust between managers and their employees, a much stronger culture is created. “A strong and healthy culture can be tremendous fuel for success by creating an environment that inspires creativity, cooperation, and self improvement” (Keene 128). It can be argued that one of the most important jobs of a leader is to promote this healthy culture because without a positive and healthy culture “a company cannot attract the right people, and they cannot keep the best people” (Keene 128). A conscious effort to create a strong morale in the environment will in turn translate into a strong culture, leading to far more success over time.

Leadership Across Distinct Institutions

Although there are general guidelines to being successful as a leader, differing institutions require a different set of skills to be successful in the specific institution. Three institutions that differ greatly are the military, higher education, and the corporate world (big business). From an outside perspective, the role of an Admiral differs greatly from a University President, which differs greatly from the CEO of a Fortune 500 company. When hypothesizing if a military commander would translate into an effective figure in higher education or business, in many cases, the hypothesis would be no, as the institutions and the employees in the institution are very different. However, there is a trend of military officials moving into higher education after retiring from the military—especially in Texas. So far, these individuals have been successful in their initiatives and in gaining the respect of the faculty and staff at their respective Universities.

Nevertheless, the question remains: what is the reason for this success? What skills make the transition from military leadership into higher education leadership fluid and successful? Similarly, it is common to see Board of Directors seats and C suite executive positions filled with former military men and women. While there are many resources to understand how to be a successful C-level executive or manager within an individual company or industry, there is a lack of literature and resources to understand how to be an effective leader in business, and translate that to higher education and vice versa. Likewise, there is information available on military leadership; however, understanding how those skills translate to a successful transition to higher education is relatively untapped. With the continuing trend of the top leaders fluidly moving across institutions, it is important to understand what leadership skills and techniques these individuals embody that allow them to be successful across the different institutions.

The goal of this research is to understand the process of how an effective and intentional leader transitions from the military to another institution. How can someone be an effective leader in one role, then translate that effectiveness to a completely new and different role? What are the necessary skills that allow for these individuals to quickly and efficiently adapt in order to continue being an effective leader, even if the expected leadership style is different from before? The exploration will analyze the experiences of individuals who have been leaders in the military before moving into higher education or the corporate world, to better understand the differences and similarities in being a leader across the institutions. It is important to note that even though there are far more skills that are important

to leadership than the skills and traits focused on, the goal of this thesis is to specifically understand what skills are important in the transition from the military to a new institution, specifically higher education or the corporate world.

Acknowledgement of Omission

Before continuing, it is important to acknowledge that higher education and the corporate world are just two of the industries that military leaders can transition into after their military career. For this particular research, the ability to interview exceptional leaders in higher education and the corporate world made for stronger connections. Additionally, throughout the report, leaders are often referred to by the “he” pronoun. In the case of this report and the discussion of leadership, the “he” pronoun is used as shorthand for “he or she.” Finally, the analysis that takes place on the five skills that allow successful military leaders to transition to new institutions, and all of the information is purposefully derived solely from the completed interviews as to analyze and study the information derived first hand from the leaders.

Methodology

When this thesis began, the overarching subject that I knew I wanted to dive into was leadership. After discussions with mentors, I realized that to complete a thesis on the broad topic of leadership would either take too long or I would merely be reiterating what has already been published countless times. The subject then moved to understand how to be a leader in a subordinate leadership role. That is, how to be a leader while still having to follow orders. This topic, however, was still broad and there was no real focus. In discussing this topic with my second reader

and mentor, Dean Brent Iverson, we moved into a discussion about the University of Texas system and the movement of former military members into the system. We discussed how they have been successful; yet, there is no clear-cut reason as to why they have been successful in an institution that from the outside seems vastly different from the military. Thus, the decision was made to focus in on the skills necessary for a leader to transition effectively and efficiently from the military into higher education. The initial methods for completing this thesis revolved in great lengths with identifying precisely who the individuals were that best exhibited successful leadership in both the military and higher education. After identifying these individuals, leveraging relationships to be able to find a time to set up interviews became the next task. Many of these leaders recommended that I also speak with former military leaders who transitioned into the corporate world, as they believed that the skills were similar for both transitions. In reaching out to speak with these leaders, I found the willingness of successful and busy people to find time to speak with a curious student remarkable. The excitement that leaders have in being able to pass on their knowledge to people who strive to become leaders and to learn is one of a kind. In developing the questions for the interviews, I worked with the following questions. Depending on how the conversation was moving and the specific important traits that each leader identified, some questions were passed on and new questions arose stemming off the stock questions. The questions were as follows:

1. What is most important trait for a leader to have? What are the most important skills as a leader?

2. Did skills from one institution help with the new institution? What skills from one area lead to success in another?
3. What were the difficulties in transitioning?
4. What worked in the military that no longer works now?
5. What is the least effective method of leadership?
6. How were you able to adapt from one area to the next?
7. How does trust play a role in leadership?
8. Why are there trends of military leaders moving to higher education/business?
9. What leadership tactics have you found to be unsuccessful?
10. What is the best way to lead a team?
11. What advice do you have for future leaders?
12. How are the two areas you are involved in similar? How are they different?
13. Did you have to change your style of leadership after moving into the second area?
14. How did being a leader in the first area contribute to being successful in the next?

Additionally, over time some questions gained more emphasis in the conversation as certain trends began to rise between the different leaders' responses.

The majority of the interviews took place in the offices of the leaders, with a few happening over the phone due to time or distance constraints on either side. The time length of the interviews lasted anywhere from one to three hours. After completing the interviews, using interview notes and voice recordings, I was able to

complete abstracts of the most important information gained from the interviews that can be found at the end of the thesis. Using the interviews, I was able to find trends and similarities between what the interviewees believed allowed them to find success as a leader in both the military and the new institution.

Apart from the interviews, I read and studied a number of books on general leadership practices. Many of the interviewees had recommendations of other books to read that they have found beneficial in their own study of leadership. The final aspect of each interview focused on advice for young and aspiring leaders to embody to begin their own search on how to be a great leader. That information is also included at the end of each interview located in the abstract.

Interviews

Major General Tony Cucolo

General Cucolo is a retired 2 Star General of the United States Army. He now serves in the role of Associate Vice Chancellor for Leadership Development and Veterans Affairs. He oversees all leadership development for the entire University of Texas System.

Major General Robles

Major General Robles is a 2 star retired General. After retiring from the military, he served as the CEO of USAA. General Robles will serve as a great example of military leadership skills transitioning and translating to a major company. USAA is a Fortune 500 company, which had a net income of nearly \$25 billion, while under General Robles' leadership

Admiral Inman

Admiral Inman is a retired United States Admiral. Admiral Inman previously served as the director of the National Security Agency. After retiring, Admiral Inman served as the CEO of multiple technology companies and has served on the Board of Directors for many companies. Currently, Admiral Inman holds the LBJ Centennial Chair in National Policy at the University of Texas. He also has served as interim Dean of the LBJ School of Public Affairs twice (2005 and 2009).

Dr. Tom Rozanski

Dr. Rozanski currently serves as Professor in the Department of Urology at the University of Texas Health Science Center San Antonio and is the Medical Director of the Medical Arts & Research Center. Prior to this role, Dr. Rozanski completed a distinguished 21-year career in the United States Army. During his military career, Colonel Rozanski was the Chief of Urology and the Residency Program Director at Brooke Army Medical Center in San Antonio and served as the Urology Consultant to the U.S. Army Surgeon General. Dr. Tom Rozanski is a decorated veteran having deployed multiple times with tactical medical units in Iraq, Afghanistan, Kuwait, and Bosnia.

General Howard Prince

General Prince holds the Loyd Hackler Endowed Chair in Ethical Leadership. He served previously in the LBJ School as the Director of the Center for Ethical Leadership from 2000-2012. From 1990 to 1996 he served as founding dean and Professor of Leadership Studies in the University of Richmond's Jepson School of Leadership Studies, where he was responsible for the development of

the first undergraduate leadership degree program in the world. After serving for more than 28 years in the United States Army, Dr. Prince was advanced on the retired list to Brigadier General upon his retirement in 1990, and presented with the Distinguished Service Medal.

Joe Wolfel

A combat-decorated Navy SEAL officer, Joe served four overseas tours in multiple diverse and mission-critical capacities. His active duty career spanned ground combat leadership assignments, strategic staff postings, and international security and partnership initiatives throughout the Middle East and Africa. After military, Joe joined the McChrystal Group, a leadership and management consultancy. With a vision of bridging his unique experience with the creation of elite performance in the private sector, he joined Judson Kauffman in founding Exbellum in January 2012.

Judson Kauffman

Judson served in the U.S. Navy for eight years, first as a surface warfare-qualified intelligence analyst and later as a Navy SEAL, deploying multiple times throughout the Middle East on hundreds of combat missions in various roles, including sniper and assault team leader. Judson co-founded Exbellum with the belief that better principles of leadership and performance could dramatically increase both profit and morale. Judson is currently pursuing his Executive MBA at the University of Texas McCombs School of Business.

Captain Dave Swanson

Dave Swanson is a graduate of United States Military Academy at West Point in 2002. During his service, he was involved in over 100 firefights. Dave has gone on to serve in the business world as a strategy consultant, in new energy, and financial services. Additionally, Dave completed his Executive MBA from the University of Texas McCombs School of Business and is working on a Ph.D in Leadership. Dave is a professional speaker on “Resiliency and Daily Leadership that Drives Results”

Findings

After analyzing the information found in each interview, I ultimately found five key skills and strategies that were common among those that I interviewed.

The five themes of successful leaders who transition from a leadership role in the military into higher education or the corporate world are:

1. Leadership Is Intentional
2. Utilize Past Experiences
3. Consensus & Teamwork
4. Trust & Transparency
5. Empathy

Leadership is Intentional

“Leadership and learning are indispensable to each other” – John F. Kennedy

Every leader I had the privilege to interview spoke of the importance on intentional leadership. Intentional leadership in a broad sense is the idea that the actions that a leader undertakes throughout training to be a leader, leading a group of people, and training others to be leader should be intentional and deliberate. As leadership transitions from the military into higher education and the corporate world, intentional leadership can be broken into three subsections, which include: training, studied, and thought. The decision to become an effective leader is the result of conscious decision-making and therefore preparation and thought is an essential aspect to leadership.

Leadership Requires Training

The first portion of intentional leadership is training. According to General Josue Robles, from the day that an individual begins his or her first day of military training, the expectation is that the individual will make a conscious decision to train to become an exceptional leader. In the military, the reason for this is that the missions and activities the military completes are critical and therefore to ensure their success, the military places a large emphasis on leadership training. Additionally, military officers are eager to participate in the leadership training because of the clear understanding that poor leadership can result in the loss of lives. Therefore, the training is a worthwhile investment. In the corporate world, this same attention to building leaders from the introduction to the institution is often lost or undervalued as leadership training is seen as a burden and a high cost.

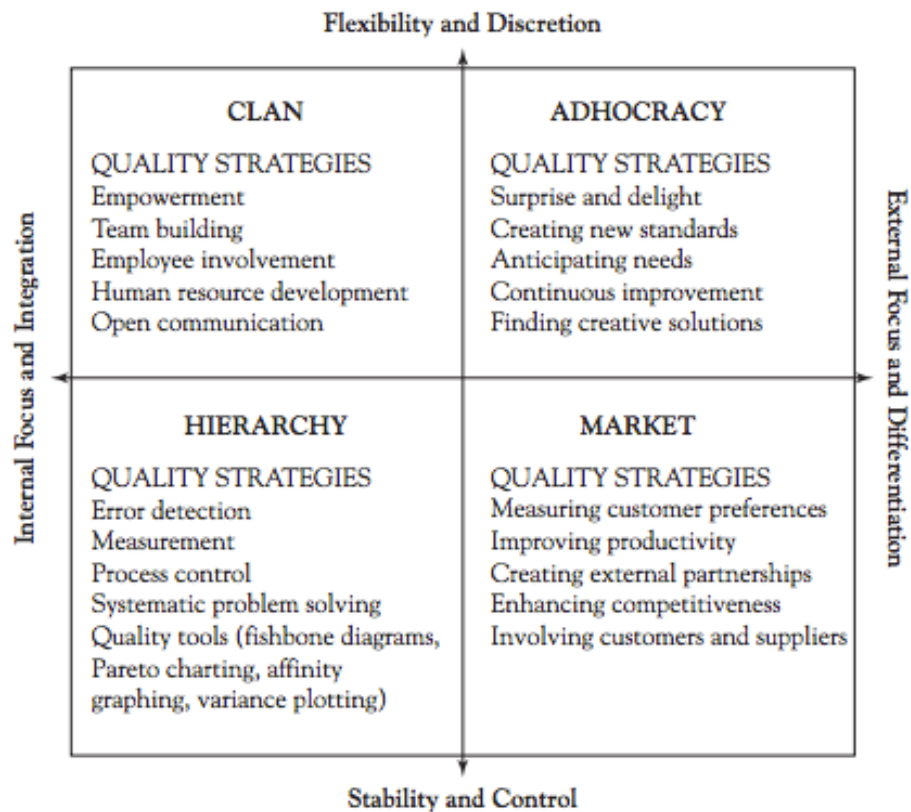
This in turn places those that come up through the higher education or corporate system at a disadvantage and in a difficult position potentially lacking the training, skills and experiences necessary when the time to perform as a leader arises. A difference in the training on leadership in the military versus other institutions is that when an individual holds the role of a leader, the main job is to lead people, not to be a subject expert. In higher education and the corporate world, the main goal when one first becomes part of the institution is to be a subject expert. This is the exact opposite of the military model, which views leadership as the primary objective and mastery of skills as second, when ex-military members move into new institutions, they already understand this expectation to be a positive leader and therefore do not stress over not being a subject expert (Kauffman). This may be an explanation for the “Peter Principle,” which argues that people rise to the level of incompetence. The Peter Principle theory is that candidates chosen for positions are selected based on the candidates’ performances in their current roles, rather than on abilities relevant to the intended role. Thus, employees are promoted until they can no longer perform effectively, and managers rise to the level of their incompetence (Investopedia). Therefore, if employees training is in leadership, as they continue to move up, there is continued success. If training is a specific skill, employees often do not have the training to succeed in a higher role. In the corporate world and higher education, the people who are promoted are experts and are the best in a particular skill or subject; however, they do not have any experience and training in leading. Ultimately, the most important aspect of training

is the ability to combine experience in the field with previous training in order to become an even better leader for future situations.

Leadership is Studied

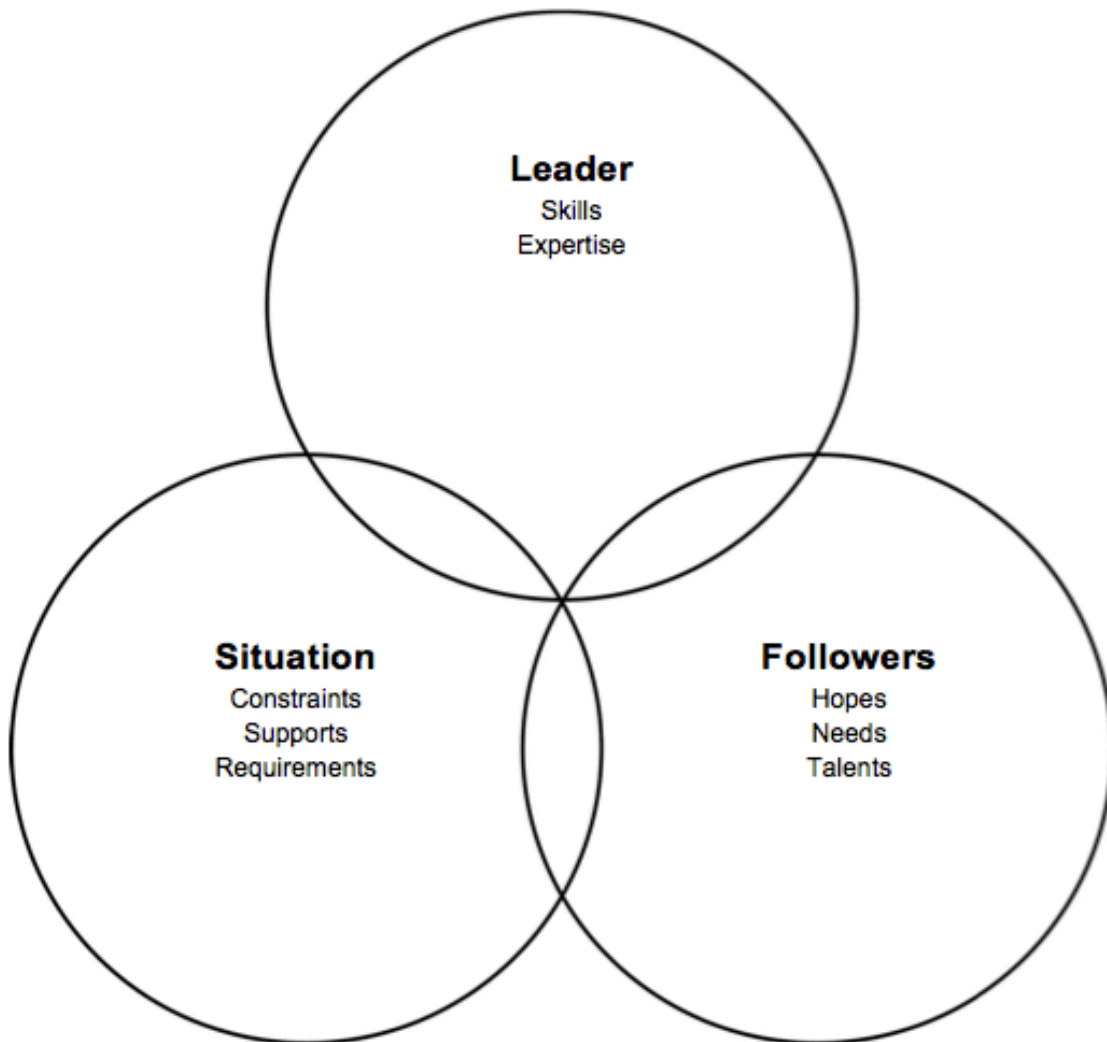
To best understand leadership and how to be an effective leader, it is critical to use other leaders' experiences, both successes and failures, to interpret how to behave in certain situations and scenarios. A majority of the leaders interviewed for this thesis had particular models that they based their leadership upon. Two of the models that stood out the most were models presented by General Tony Cucolo and General Howard Prince.

General Cucolo Model:



(Cameron 50)

General Prince Model:



Even though the models have different information and different shapes (venn diagram and the other is a 2x2 matrix), the overarching meaning of the models is very similar. Many leaders are under the misconception that there is one

or two particular ways to be a leader. That is, there is a belief that a leader is loud and has an opinion of how to complete a task. What these models demonstrate is that there is not one way to be a leader. In General Cucolo's chart, an organization's likelihood of creating successful outcomes is greater if the leader is able to embrace all four quadrants and execute all four types of leadership. In some situations a leader will have to exemplify one of the quadrants, and in others different parts of the model. General Prince's Venn Diagram model emphasizes that an effective leader must understand both his or her followers and the situation. Based on both of these factors, the leader must adjust and make educated and thought out decisions. Both of these models demonstrate that leadership is not single-sided and that a leader must adapt to in order to be successful.

Leaders must "get smart" on leadership by understanding how other leaders have previously handled situations and coped with the pressure of being a leader. General Cucolo and Dr. Rozanski believe that reading biographies of respected leaders is one of the best methods to understanding situational leadership. Along the same lines, literature, as well as popular business books and all over the internet there are endless case studies on particular individuals and their leadership styles. If one is able to find one or two leaders who he or she respects, there is an excess of information to be able to learn about these leaders' techniques and beliefs (Prince, Cucolo, Kauffman). By studying leadership, individuals who move from the military into higher education are able to understand leadership from a broad sense and are able to be effective in situations dealing with higher education because they have

the fundamental knowledge of how to assess situations, leverage resources, and make an informed decision.

Successful leaders are not born leaders—they learn from others along the way. Finding mentors is one way to observe leadership first hand. Mentorship is especially important to leadership as teaching creates a culture of teaching others. As knowledge is passed from one leader to another, strategies are improved and then passed down further down the chain. Through this process, leaders are able to continue to become more efficient and effective. (Rozanski, Cucolo)

Leadership Requires Thought

Being a leader is a conscious decision and continuing to be successful requires a conscious effort. A leader must always be thinking on a higher level and have strategic vision (Inman). In any institution, whether it be the military, higher education, or the corporate world, if the leader does not have strategic vision, the institution will become static. To be able to have strategic vision, leaders must strive to acquire knowledge and use that knowledge to formulate strategies, plans of attack, advocacy, and marketing approaches,. The possibilities for a leader to improve an organization are endless, however, the decision to have vision is a conscious, intentional decision.

A leader needs to understand all his actions effect how he is viewed as a leaders, and be intentional and thoughtful on most all of his actions and interactions. An example of this is being certain not to appear to show favoritism. For example, while deployed, Dr. Rozanski avoided the perception of favoritism through eating meals with different people everyday. In addition, he was very conscientious to only

attend events with soldiers when it was a large group event, and never (if possible) in small groups. Favoritism can easily destroy a team and a successful leader must always be cognizant of how others are viewing him or her.

Utilize Past Experiences

“Leaders must learn and train to think broadly, while learning the culture and the geography of the system” – General Tony Cucolo

The smooth transition for military leaders moving into different institutions such as higher education and corporate America is in large part due to the past experiences that the leaders had while in the military. While past experiences itself is not technically a skill, when attempting to understand what sets these individuals apart from those who come up through the higher education or corporate system, the military leader's past experiences is extremely relevant. Relevant past experiences can be broken down into three categories: dealing with bureaucracy, handling finances, and leading large groups of people.

Dealing with Bureaucracy

General Tony Cucolo credits a large part of the success that military leaders are seeing in higher education to the uncanny similarities in the roles of high-ranking military officials and higher roles in higher education. Before continuing, it is important to clarify that the similarities that are seen in the bureaucracy of the military and higher education are applicable for military officers who have usually served fifteen or more years and have served in roles of Captain, Major, or higher (O4 or higher). The reason for this is that the depth of experience in operating in a JIIM (joint interagency, intergovernmental, multinational) environment prepares one extremely well for a general approach to higher education leadership. According to General Tony Cucolo, the JIIM environment is a policy, regulation, and law rich environment, and therefore leaders are used to operating by the thought

process of boundaries. Thus, leaders who move from the military into higher education already have experience working with extremely diverse stakeholders. If a leader works in an environment with diverse stakeholders, he or she must learn and train to think broadly, while still learning the culture and the geography of the specific system he or she is working in. General Tony Cucolo references that while he was operating in the JIIM environment, he performed countless testimonies at the federal level, so dealing with the legislature became routine. Now in the University of Texas system, General Tony Cucolo notes that working with the Board of Regents is “eerily similar” to working with the legislature. One of the most significant similarities between the military and higher education is that in both systems changes do not happen overnight. For a leader, that can be exhausting and frustrating. Having a familiarity with the system and understanding how to advocate for a cause is very beneficial in higher education. Former military leaders understand this, are used to this type of bureaucratic environment, and therefore can easily acclimate into this environment (Swanson).

Handling Finances

A large portion of the duties assigned to high ranking military officials revolves around finances. Determining how to allocate resources based on the approved budget by the governing body is the same in both the military and in higher education (Inman). Former military members are particularly skilled with budgets due to the military being an exceptional steward of money as a cost center rather than a profit center (Prince). The military is able to make do with what it is given and find ways to be effective through budgeting. In higher education,

particularly at a public institution like the University of Texas, the state legislature will not increase appropriations for the University, so the leaders must find ways to create private funds. Understanding how to fundraise requires vision, planning, and the ability to adjust the plan as new situations arise. Often, leaders in higher education who rise through the system to a leadership position have less or no experience in dealing with budgets and the legislature. In these cases, former military members who have experience in dealing with both budgets and the legislature serve as an informed and experienced leader.

Leading Groups of People

In discussions with various faculty members, a problem that arises when a faculty member moves into a role such as Department Chair or Dean is that it is difficult to lead other faculty who are peers. For example, if two people have served in the same department together and completed research for ten to fifteen years together and one is promoted and is suddenly the other's boss, it will be very difficult to have any authority and to lead. Additionally, it is likely that the recent promoted has little experience in leading a large group of people or organization before due to the lack of necessity in needing to serve in that role. Former military members moving into higher education have numbers of years training and practicing leading large, opinionated groups of people. Since the experiences of leading large groups is not as readily available in the private sector and in higher education until someone is placed into the role that forces one to lead, often it can take time and patience to develop the necessary skills to be effective (Inman). In leading people, it is also important to understand the needs of those you are leading.

Judson Kauffman and Joe Wolfel discussed VUCA (Volatile, Uncertain, Complex, and Ambiguous) environments and how junior leaders must learn how to lead teams in these environments. When leaders come out of the military who have had tangible interactions with VUCA environments, having taken action without total knowledge and seen the impact of these decisions on their teams, they understand the challenge for leaders to make good, fast decisions regarding leading a team. This results in former military leaders having learned how to make immediate, fast, and good decisions leading groups of people.

Consensus & Teamwork

"None of us is as smart as all of us" – Ken Blanchard

Consensus and teamwork play an integral part in the success of a leader. A leader not having the fear to ask others for help is integral to an organization being successful (Rozanski). In the military, in order for a leader to ensure everyone's safety in a battle zone, planning and working together as a team to formulate plans becomes a key component to success. If a leader is able to generate morale, teamwork, and dedication to a cause, then the leader is able to get more out of his followers than the followers ever thought possible (Rozanski). An open door policy helped facilitate the open lines of communication Dr. Rozanski needed to successfully transition his leadership skills from the military into higher education. He notes that even though he has an open door policy to his followers, there are a few rules that must be followed. First, never jump the chain of command. A respect for those above you is extremely important in maintaining the cohesion of team. Next, if one is coming to Dr. Rozanski with a complaint, he or she must be willing to be a part of the solution. Dr. Rozanski stresses that "problems brought into my office are not my [Dr. Rozanski] problem, but they are the team's problem, so together the team will work to create a solution."

If a leader can create a climate where people believe that their contributions are recognized, appreciated, and encouraged, then an environment where people are willing to share ideas and information will arise (Inman). One trick that Admiral Inman used to create team chemistry in higher education was to meet with the faculty members and focus on learning and understand their needs and how he can

best cater to those needs. He found that if he was able to demonstrate the gains to the faculty and ensure that what is most valuable to the faculty would be preserved, then the faculty would begin to develop more of a team mentality. A great leader is able to tap into the energy of a team because the followers trust the leader and want to be better and work harder for him or her (Prince). At the same time, making sure that all team members believe that they are able to contribute to the team is key to maintaining team chemistry. General Howard Prince remarks on Colin Powell's effectiveness as a team builder by understanding his followers needs and skillsets. By delegating to members of the team, he was able to create a positive, lasting impact. Leaders should strive to clarify roles and ensure that everyone on the team has and knows their defined role. By being able to delegate with authority, a leader can empower the members of a team to be better than they thought possible (Swanson).

Trust & Transparency

“Trust underpins effective leadership” – General Tony Cucolo

In dealing with leadership and understanding what creates effective leaders, the importance of trust was ubiquitous as topic for all the interviewees. For followers, for teams, and for the success of an organization, trust is a necessity. An overarching belief in trust follows that it can take a lifetime for a leader to build trust, however, trust can be lost in less time than it takes for a grenade to explode. Once trust is lost, it is nearly impossible to regain it to the same degree as before (Swanson). Trust and transparency in regards to creating effective leaders across distinct institutions can be broken down into four main categories: building team trust, debriefing, communication, and leading visibly from the front.

Building Team Trust

Teams in the military are formed and create a culture based on the strong leaders that front teams. Leaders must make tough calls, however, members of the team follow their leader because they understand that every decision the leader makes is made with the team's best interests in mind (Robles). There is a trust in the leader that allows him or her to send followers into battle and into danger. Therefore, a good leader cannot always be the nice guy and everyone's best friend. A good military leader's job is to take care of the people that he or she leads. The followers must believe that the leader cares about them; if not, the team and the organization will fail (Robles). An organization operates at the speed of trust. That is, the leader can only advance initiatives if followers have trust in the leader. For example, in higher education, if the president of a University wants to make a

change, the faculty must trust the president and that the change will be beneficial in order to support the president's initiative. To gain this trust, the president must make a conscious effort with the faculty to build trust (Cucolo). The first task for a leader to building trust within an organization is for the leaders to concentrate on trust and cohesion within a team. To see continued success, there must be a creation of a high level of trust from member to member, without the fear of communicating up and down the ranks. Every member of the team must be confident enough to talk with the leader. This is derived from having trust within the team (Kauffman). When all the members of a team understand why they are part of the team, they will have an investment in the team. A team that has trust in its leaders and in its rank is able to come together, build charisma and be effective in its endeavors (Robles).

Debriefing

In the military, teams debrief after every mission – whether the mission went well or poorly, a discussion takes place. In higher education and the corporate world, leaders often have not embraced the importance of debriefing a team. However, for a team to improve upon itself and to be successful moving into the future, the team must debrief to understand why a mission or task was or was not successful (Rozanski). If the leader makes a mistake and is able to safely admit that he or she made a mistake to his or her followers, there is a large impact on the team, as a new level of trust is built from the honesty shown by the leader (Cucolo). One of the ways that the military debriefs and is able to build transparency and trust within their ranks is through *After Action Reviews*. Judson Kauffman and Joe Wolfel

note that through the military's obsessive nature regarding debriefing and reviewing, cohesion, trust, and learning are prioritized within the organization. In the corporate world, debriefing is not prioritized and often is left out of meetings. Often, when former military leaders transition into new organizations, one of the first actions taken is the implementation of a debriefing program to be able to actively track what is working and why within the organization (Rozanski).

Communication

One of the keys to being successful in a team oriented situation is to always be cognizant of the mission and to ensure that the leader is always keeping the entire team aware of what is going on within the mission at all times (Rozanski). If the entire team is aware of a situation, the team will feel responsible for the success of the mission and understand that their positions are critical to the success of the team. Both written and oral communication is important traits for any leader to learn. If a leader is unable to communicate with his or her followers, he or she loses all ability to efficiently lead the team (Inman). Additionally, a leader needs to learn to be able to take criticism in stride. A good leader cannot be afraid to acknowledge his followers' shortcomings if they are wrong. A great leader is able to make a plan and help people change these shortcomings to make them strengths (Inman).

Leading Visibly From the Front

Visibly leading by example is critical to being a good leader in the military and in higher education. In the military, the leader must ask people to do things that they do not want to do. Therefore, in order to gain the support of his or her followers, a leader must be out visibly completing similar tasks. For example, in

Iraq, Dr. Rozanski would have to send soldiers out in convoys. As a leader, Dr. Rozanski would be in the first convoy. If a leader sets an example by being the first to volunteer for difficult tasks and to do the work that no one else wants to do, it becomes increasingly difficult for others to refuse their portion of the work. By setting an example for his followers early on, Dr. Rozanski was able to quickly earn the trust of his soldiers. In the hospital, Dr. Rozanski is able to set a similar example through being a visible leader. In the hospital environment, a leader can walk through and speak with the other employees and work to engage them

Leaders who sit in an ivory tower and are rarely seen are rarely able to effectively lead and advance their organization. The members of the team no longer understand what they are fighting for and there is no team morale. If a leader is first in line for every good deal, then no one will trust him. Effective leaders put themselves last. If a leader takes responsibility by putting himself last in line for good deals and first in line for the bad deal, that builds trust (Cucolo). Leading visibly from the front translates from the military into higher education given the importance in earning the trust of those a leader leads. In order to gain the trust of those his followers and peers, a leader must first gain their respect. In order to leading by example, a leader must be able to drop his or her ego and demonstrate that he does not believe he is any better than any other.

*Every person who participated in the data portion of the thesis emphasized the importance of visibly leading from the front.

Empathy

“A good military leader’s job is to take care of the people that he or she leads. The followers must believe that the leader cares about them.” - General Josue Robles

One of the main problems with traditional Corporate America is that leaders work from behind closed doors. One of the best thing leaders can do are to go and find employees’ strengths and weaknesses in order to understand how to utilize the workforce to create the best results. By communicating and showing interest in employees, the employees see that the company cares about their interests and in turn; the employees feel valued and will work harder for the organization. (Robles)

A leader must care about the people he or she aspires to lead – understanding their concerns and needs. For example, leading someone who is very affluent is drastically different than leading someone who is just above the poverty line. Admiral Inman notes that in the military, enlisted members with large families who qualify for food stamps have very different needs than members that are not in charge of providing for their families. Leaders who are empathetic are constantly thinking about their environment, the conditions of their environment, and are intellectually curious to ask why people feel a certain way. Additionally, leaders who concentrate on empathy are able to put themselves in others’ shoes – specifically those they lead, their competitors, and their stakeholders (Cucolo). In the higher education system, General Cucolo has found that being able to understand the University of Texas alumni, the Chancellor’s Counsel, and the Regents have allowed him to better gauge the climate and the possibilities at the University.

Leaders with empathy are much more effective communicators because they speak with care and thought – they speak with words that resonate to their followers because they are conscious of what they are saying and the message that they are attempting to portray. This results in leaders with empathy usually being given the **benefit of the doubt**, as empathy builds confidence in the leader among the lead. Empathetic leaders understand the importance of verbal reward and the impact that they can have through communication and recognizing someone for a job well done. Ultimately, a great leader is able to serve as a coach, parent, or mentor to his or her followers. (Swanson)

Interviews of Successful Leaders

- 1. General Josue Robles**
- 2. Dr. Tom Rozanski**
- 3. Admiral Bobby Inman**
- 4. General Tony Cucolo**
- 5. General Howard Prince**
- 6. Judson Kauffman and Joe Wolfel**
- 7. Captain Dave Swanson**

General Robles

"A good military leader's job is to take care of the people that he or she leads. The followers must believe that the leader cares about them."

When it comes to leadership and the importance that society places on having and learning from effective and worthwhile leaders, General Robles believes that the military immediately has a head start and an advantage over civilians without military experience. From the day that an individual begins his or her first day of military training, the expectation is that you will train to become an exceptional leader. According to General Robles, the reason for this is that the missions and activities that the military completes are so critical that the United States could not have poor leaders and still be a successful organization. In the past, the military has shown how having exceptional leaders pays off during wartime, looking at military officers like Omar Bradley, George Marshall, and Dwight D Eisenhower. During World War II, the United States was able to utilize these effective leaders through strategic operation and leadership, and although mistakes were made throughout the war, ultimately it was a success for the United States. In other wars, there has been a lack of leadership and the results were not the same.

During his transition from the military into the corporate world, General Robles saw many similarities in leadership. In any leadership role, if someone does not lead well, the leader will receive pushback from followers. In the present, the pushback is even worse than it was in the past, given the prevalence of the media and accessibility to information. Even though every large company aspires to have great leaders, the corporate world has yet to reach a place where everyone who is

put into a leadership role is actually fit for the role. One of the reasons that General Robles notes is the difference in the potential risk for having bad leaders in an organization. In the military, a bad leader can result in the loss of lives, whereas if a corporate leader makes a bad decision, the brevity is much different.

General Robles stresses the importance of leaders to train and practice being an effective leader, not just to do the work and tasks that a leader “must do.” When questioned on what he missed most leading in a corporate setting rather than in the military, General Robles without hesitation responds that the people and the teams that one works with in the military are second to none. Being a part of an organization that is so close and tight knit that its members are willing to give their life for the belief and furthering of the organization is a connection that is impossible to recreate. Teams in the military are formed and create a culture based on the strong leaders that front the teams. The tough calls that military leaders must make are possible due to the trust that is built that the leaders ultimately looking out for their followers’ best interests.

Being a leader is a challenging task for many reasons. One of the most difficult things for a leader to understand is that a good leader cannot always be the nice guy; a leader cannot be his or her followers’ best friend. A good military leader’s job is to take care of the people that he or she leads. The followers must believe that the leader cares about them. Part of that responsibility is making the tough calls. According to General Robles, this has three important effects in the time of war. First, by knowing that a leader has his or her followers’ best interests in mind allows the followers to know that the leader will not leave them on the

battlefield. Second, that the leader will share all information and not withhold certain facts of battle. Third, that when all members of a team understands what they are up against, they are able to come together as a team and build charisma.

General Robles credits the movement of leaders from the military into higher education and the corporate world to Corporate America's realization that military men and women (from specialists and sergeants, to corporals all the way to generals) are the best leaders because there was a significant investment into their leadership training and the understanding of how to work with people and get things done. In the military, leaders are expected to have values, communication skills, and to be selfless by putting their needs behind those they have a responsibility for. An example of this is in the military, the leader in charge is always the last one to eat to make sure that his soldiers have enough food to preserve energy for the days ahead. All of these skills are translatable to Corporate America and it happens to be that it is just now that Corporate American is finally beginning to understand the intangibility of ex-Military leaders. The Army spends money teaching leadership and state of the art leadership techniques. Going through the military system, leaders are able to be innovative and practice different styles of leadership that would be impossible to learn anywhere besides the military. This creates an environment where military leaders do not have to be pushed to complete assignments. If a military leader is given a task, the leader will figure out how to best complete the task, motivate the team around him or her, and complete the task.

According to General Robles, corporate America and higher education institutes are currently going through a leadership renaissance. Effective leadership has never been as widespread as it is today. Additionally, civilian leaders are beginning to pick up on the importance of discipline and training as a leader. An effective leader needs to be able to complete tasks without having his or her hand held and to use the resources available to make choices and create a solution. As a military officer, this becomes second nature. One of the main problems with traditional Corporate America is that the leaders work from behind closed doors when the best thing a leader can do is to go and find employees' strengths and weaknesses in order to understand how to utilize the workforce to create the best results. By communicating and showing interest in employees, the employees see that the company cares about their interests and in turn, the employees feel valued and will work harder for the organization.

In discussing the transition from the military into the corporate world, General Robles recalls the difficulty in understanding how a different organization is run. For example, in the military, he understood all of the ropes – what is acceptable for a leader to do and what is expected from leaders. However, in the civilian world, General Robles did not know how to handle promotions, critiquing employees' job performance, or how to order people to complete certain tasks and assignments. What were the limits in the new organization? Even with these changes and the questions that came up in moving into the new organization, there were certain characteristics that were similar across the distinct institutions. Treating people with dignity and respect is a requirement in all organizations. Additionally, not

having the fear to ask others for help is important to be successful in an organization. One difference in asking others for help that General Robles noted is the importance of asking questions to the right person in the corporate world – as one wants to avoid those with a chip on their shoulder who are only looking out for their own careers and not the best for the organization.

For aspiring young leaders, General Robles recommends to find someone that you trust and respect as a good leader. Once you find this person, ask them for advice and guidance on how he or she learned to be a good leader. Finding multiple mentors and role models to serve as a guide to understanding how to become a leader allows the exploration of many forms of leadership and connecting with people. It is important for aspiring leaders to understand that you can always ask someone for help on how to be better. To become a great leader, one must understand that the team is more powerful than the individual is. A team will almost always have superior results than a lone wolf who refuses to work with others and leverage the strengths of all of the team members. Additionally, to build a team, a leader must build trust. As an aspiring leader, it is critical to learn early on that it takes time and hard work to build trust, however, trust can be lost and never regained in a nanosecond.

Final Notes:

*People expect leaders to be compassionate and do things that are unconventional and leaders can expect to get more employees because they get down and dirty

*Inquisitive, never stop learning, and who want to get ahead and be successful because those are all attributes that you learn in the military

*Know your job and do a good job

*Basic ingredients of leadership are practiced everyday in the military and not
everyday in the civilian world

Dr. Tom Rozanski

Dr. Rozanski currently serves as Professor in the Department of Urology at the University of Texas Health Science Center San Antonio and is the Medical Director of the Medical Arts & Research Center. Prior to this role, Dr. Rozanski completed a distinguished 21-year career in the United States Army. During his military career, Colonel Rozanski was the Chief of Urology and the Residency Program Director at Brooke Army Medical Center in San Antonio and served as the Urology Consultant to the U.S. Army Surgeon General. Dr. Tom Rozanski is a decorated veteran having deployed multiple times with tactical medical units in Iraq, Afghanistan, Kuwait, and Bosnia.

To Dr. Tom Rozanski, the skillset necessary to be a successful and effective leader in higher education and the military is the same. What differs is the environment and the circumstances that the leader must deal with. In the military a leader can get away with a lot more. The key to being a good leader in the military is to lead by example. In the military, the leader is asking people to do things that they do not want to do. Therefore, in order to gain the support of his or her followers, a leader must be out visibly completing tasks. For example, in Iraq, Dr. Rozanski would have to send soldiers out in convoys. As a leader, Dr. Rozanski would be in the first convoy. If a leader sets an example by being the first to volunteer for difficult tasks and to do the work that no one else wants to do, it becomes increasingly difficult for others to refuse their portion of the work. If a colonel is completing tasks with the privates, it is impossible for a captain or major to not do the work as well. Dr. Rozanski explained that there are endless

opportunities for a leader to set a positive example for those around him. While deployed, Dr. Rozanski was always the first person to move into a danger zone, but would be the last to set up his tent and the last one to eat. By setting an example for his followers early on, Dr. Rozanski was able to quickly earn the trust of his soldiers. In the hospital, Dr. Rozanski is able to set a similar example through being a visible leader. In the hospital, a leader can walk through and speak with the other employees and work to engage them. People are usually eager to talk about themselves and when a leader goes out of his or her way to engage them, the result is usually a positive for both the leader and the follower. In both the military and in higher education, leaders who sit in an ivory tower and are rarely seen are rarely able to effectively lead and advance their organization. If one does not understand and take part in the organization, how can the leader increase the efficiency and production of the institution? For instance, how can the owner of a machine shop successfully operate the shop if he does not understand how the machines even work?

In the military, it is difficult to compensate someone for a job well done. This in turn, taught Dr. Rozanski the importance of verbal reward and the impact a leader can have through communication and recognizing someone for a job well done.

Another important aspect of leadership that translates from the military into higher education is earning the trust of those you lead. In order to gain the trust of those you lead, you first must gain their respect. Apart from leading by example, a leader can earn the respect of his or her followers through “dropping his ego.” In the military, a leader must learn to be satisfied with mission complete, not with

being everyone's friend. To illustrate this point, Dr. Rozanski discussed an anecdote from when he first arrived in Iraq. During the first week, the battalion was not even able to set up their tents due to the high number of casualties coming in.

Additionally, they had to build the hospital, build the fences, and dig the trenches. Furthermore, Dr. Rozanski made the decision that the team would run mass casualty exercises until the point of exhaustion. The exercises were run over and over to the point where members of the team began to despise him. However, the team began to excel at these exercises and in time, when the exercises were no longer drills but real, everyone began to understand the effectiveness of the drills and the importance of training. In a short time, the entire crew, from medics to cooks, understood the reward of being involved. During this deployment, Dr. Rozanski was in charge of the safety and well being of 270 people, including medics, doctors, nurses, pilots, cooks, and maintenance. In order to mobilize and ensure everyone's safety, planning became a key component to the success. If a leader can generate morale, teamwork, and dedication to a cause, then the leader can get more out of his followers than the followers ever thought possible.

One of the hardest parts of being a leader is the loneliness that results from effectiveness. In the military, when a leader needs to send soldiers on a mission that are dangerous and life threatening, the leader must have a strong team. By becoming friends with soldiers, a perception of favoritism is created, which in turn can be a death sentence for a team. One way that Dr. Rozanski avoided the perception of favoritism was through eating meals with different people every day and only attending events with soldiers when it was a large group event, but never

one on one. An open door policy is one way that Dr. Rozanski has successfully transitioned his leadership skills from the military into higher education. However, there are a few rules to the open door policy. First, never jump the chain of command. A respect for those above you is extremely important. Next, if one is coming to Dr. Rozanski with a complaint, he or she must be willing to be a part of the solution. Dr. Rozanski stresses the quote that “problems brought into my office are not MY problem, but they are OUR problem, so together we will work to create a solution.” In doing so, people stop merely whining and complaining, but are held accountable for their complaints. Additionally, the stigma becomes that if something is so bad that it is worth complaining about, then it is worth fixing.

The success of a leader is measured through results. While deployed, none of Dr. Rozanski’s people died and his team was able to provide exceptional medical care to the soldiers. At the end of the day, that is what matters to Dr. Rozanski. His team worked hard, but at the end of the day, they were able to make a difference and save lives. The key to being successful in any team-oriented situation is to always be cognizant of the mission and to ensure that the leader ensures that the entire team knows what is going on at all times. By training and allowing those under the leader to know how to handle a crisis, it allows the entire team to feel responsible for the success of the mission and knows that their positions are critical to the success. Additionally, a leader needs to understand the importance of debriefing. In the military, teams debrief after every mission – whether good or bad, a discussion is had. In the civilian world, leaders often do not understand the

importance of debriefing a team, however, teams must understand why something was or was not successful.

Dr. Rozanski sees a large part of the successful movement from leadership roles in the military into leadership roles in the civilian world as the importance the military places on dealing out responsibilities early in a career. The mindset in the military is that the earlier one has to be responsible the better, which is not the case in many leadership roles in higher education. To a young leader, the thought of responsibility can be overwhelming, the fear of failing. Nevertheless, failure is a vital aspect of leading a group of people. One advantage of leadership training in the military is the ability to fail – young officers are expected to have failures and to learn from these failures. This in turn creates a culture that values mentorship, teaching, and supervising. When people are excited about the work that they are doing, they are willing and eager to learn and become better.

Final Notes:

- * If you have good leadership, you can have mediocre people

- *Teaching creates culture of teaching others

- *US Military leaders set themselves apart by sharing information to everyone and informing entire team of the situation and the plan.

- *American Tactic is to shoot the enemy leader first because most leaders do not share important information with their followers

Admiral Inman

To Admiral Inman, the most important trait that a leader has is communication, both written and oral. Additionally, a leader, whether in the military, higher education, or the corporate world, needs to have strategic vision. A leader must care about the people he or she aspires to lead – understanding their concerns and needs. For example, leading someone who is very affluent is drastically different than leading someone who is just above the poverty line. Admiral Inman notes that in the military, enlisted members with large families who qualify for food stamps have very different needs than members that are not in charge of providing for their families.

In adjusting from his decorated military career into the corporate world and higher education, the biggest adjustment for Admiral Inman was relearning financial management. Even though a large portion of his duties in the military revolved around finances, the private sector is far more concerned with revenues and the bottom line. The skillset necessary for both is the same, however, the orientation of these skills differed. The general perception of the public is that military officers are constantly giving orders, however, being a successful officer is about persuasion and being able to persuade those around you, rather than solely giving an order. One important area that Admiral Inman stresses is that even though there is a trend of military leaders becoming great leaders in different organizations, it is important to note the distinctions between the different types of leadership and the skills gained with different roles in the military. For instance, as a junior officer, your job is to tell people what to do. When one becomes a senior officer, he or she begins to have to

develop strategies. The requirements to be fit for the job change. When a military officer reaches a senior level role, the skills important to succeed become very similar to those necessary for success as a leader in higher education. In both of these roles, the leaders are managing large numbers of people and dealing with budgets.

Admiral Inman credits a large part of his success in higher education to his willingness to stand up and to both ask and answer questions candidly and directly. Often, people are afraid to be criticized, however, in order to learn from your mistakes and to better yourself for future situations, a leader needs to learn to be able to take criticism in stride. A good leader cannot be afraid to acknowledge his followers' shortcomings if they are wrong. A great leader is able to make a plan and help people change these shortcomings to make them strengths. When moving into his role in higher education, Admiral Inman already had an extensive number of years practicing leading large, opinionated groups of people. The experiences of leading large groups is not as readily available in the private sector and in higher education until someone is placed into the role that forces one to lead. The system sets up individuals to have failures and to have a difficult time in new roles. This is especially true in the realm of higher education. There is very little training before faculty members are given leadership positions and jobs. Additionally, when higher education leaders attempt to implement change, there are many barriers as the tenured faculty often has little incentive to change or help with changes. One important note that Admiral Inman makes is that it is critical to not give up on tenured faculty before actually attempting to engage with the faculty. One trick that

Admiral Inman used was to meet with the faculty members and understand their needs and how he can best cater to the needs. He found that if he was able to show how the faculty would only be gaining and not lose anything, the faculty began to help. Allowing the tenured faculty to consult on the projects by outlining ideas and giving them a chance to critique and add changes allowed them to feel an investment in the projects. Admiral Inman would then use this information to set a goal and create a timeframe to complete these goals. With timeframes and set deadlines, people are compelled to complete their tasks with less haggling. Additionally, when there is a deadline, people tend to prioritize what is most important to ensure that the critical aspects of a project are completed in the timely manner.

When prompted on how future leaders can be successful, Admiral Inman stresses the importance of having a clear vision of goals and taking the time to understand how the leader will communicate these goals with his or her followers to efficiently complete the goals. What is it the leader is going to lead people to accomplish? Admiral Inman gives two quotes that he believes are important regarding communication between two parties that he tells everyone who works under him. The first is that "I [Admiral Inman] do not like surprises, even for my birthday, but I [Admiral Inman] take bad news calmly if it comes from the person responsible for it" because if someone is in trouble and he or she knows that help is needed, then half of the problem is already solved. However, if someone finds out that he or she is doing something wrong from the leader and the leader has to persuade them that what is happening is wrong, the situation becomes more

complex and developing a solution is harder. This leads to the second quote that “unlike wine, bad news does not get better with age.” The faster an individual can get bad news out, tackle it, and move on, the far better off the organization will be. The cover up of bad news is often worse than the event itself.

Along the same lines, a successful leader must learn how to deal with bad performance. Overlooking bad performance is a sign of a weak leader because avoiding a problem sends the wrong message to followers every time. It tells everyone else that they do not have to perform to a higher standard. However, a good leader must also be fair when people make mistakes. A leader must assess the mistake and create a solution. Admiral Inman’s policy is that he does not make examples out of people on their first offense. However, if they come back a second time for the same mistake, the response is chilly. If the mistake is made a third time, they are gone. If a leader can create a climate where people believe that their contributions are recognized, appreciated, and encouraged, then an environment where people are willing to share ideas and information will arise. Encompassing the “knowledge is power” mindset can be detrimental to a team. People withholding knowledge rather than sharing with everybody does not create cohesion within a team. Integrity and trust are enormously important elements of sharing and performing, as if there is a distrust on a team, then there will be a reluctance to share information. Therefore, a leader can be tough, but must create trust with his or her followers through both words and actions.

Ultimately, a strong work ethic combined with good leadership skills can take you a long way. Successful leaders in all institutions strive to acquire

knowledge and use that knowledge to formulate strategies, plans of attack, marketing approaches, etc. As leaders continue to understand the needs of those they will be leading and make informed strategic decisions based on their people combined with the goals of the organization, strong leaders will continue to emerge.

On building trust from others:

“Being candid and being able to say I do not know, but I will find out and following up on that.”

“It’s not just I do not know, but it is I do not know and I will find out. Then, follow through.”

General Tony Cucolo

When questioned with the most important trait for a successful leader to have, General Tony Cucolo exclaimed empathy without a second of hesitation. To General Cucolo, leaders who are empathetic are constantly thinking about their environment, the conditions of their environment, and are intellectually curious to ask why people feel a certain way. Leaders who concentrate on empathy are able to put themselves in others' shoes – specifically those they lead, their competitors, and their stakeholders. In the higher education system, General Cucolo has found that being able to understand the University of Texas alumni, the Chancellor's Counsel, and the Regents have allowed him to better gauge the climate and the possibilities at the University. Leaders with empathy are much more effective communicators because they speak with care and thought – they speak with words that resonate to their followers because they are conscious of what they are saying and the message that they are attempting to portray. The world has become a “ready, fire, aim” environment in regards to comments and critiquing, and leaders with empathy are usually given the **benefit of the doubt**. Empathy builds confidence in the leader among the lead. After empathy, there are five other important traits for a leader to have:

1. Empathy
2. Intellectual
3. Curiosity
4. Selflessness
5. Humility

6. Courage

7. Enterprise Vision

Another important aspect of being a successful leader in both the military and higher education is trust. General Cucolo remarks that an officer he used to serve with used to say that “you operate at the speed of trust.” That is, the leader can only advance initiatives if followers have trust. For example, in higher education, if the president of a University wants to make a change, the faculty must trust the president and that the change will be beneficial in order to throw support behind the president. To give a junior leader free reign, there has to be a level of trust. Trust underpins effective leadership. However, how does a leader build trust? Trust is built through showing empathy. For the evolved human nature of those we lead, if your followers do not trust you, you cannot be a successful leader. Being able to show humility also builds trust. When a leader is able to admit that he or she made a mistake to those he or she leads, there is a large impact and a new level of trust is built. Additionally, being selfless and putting yourself last builds trust. If a leader is first in line for every good deal, then no one will trust him. Effective leaders put themselves last. If a leader takes responsibility by putting themselves last in line for every good deal and first in line for every bad deal, that builds trust. If a leader has the moral courage to confront poor behavior or politically expedient behavior, followers will gain more trust for their leaders.

General Cucolo credits a large part of the success that military leaders are having in higher education to the similarity of roles that high ranking military officers experience. The general public is not familiar with the actual roles of

military commanders and therefore make generalized opinions about the entire population of veterans. General Cucolo notes that if an individual served in higher level roles (strategic) in the military at the national level for multiple years, then that person is well equipped for a role in higher education. The depth of experience in operation in a JIIM (joint interagency, intergovernmental, multinational) environment is ready for general approach to higher education leadership. The JIIM environment is a policy, regulation, and law rich environment, so leaders are used to operating by the thought process of boundaries. Intellectual curiosity is driven to understand all boundaries. Additionally, leaders have dealt with extremely diverse stakeholders. Leaders in the JIIM environment can go from a meeting with the FBI about terrorist activity in a state into a meeting with the state department and talk about policy in Europe. Both in the United States government and higher education systems, the different departments work in vastly different ways. Therefore, leaders must learn and train to think broadly, while learning the culture and the geography of the system (UT Tyler vs. UT El Paso). Furthermore, leaders must learn that they are not always the smartest person in the room and have to be skilled at gaining consensus and communicating across a diverse spectrum. Leaders who hold positions in the higher education system need to become accustomed to subordinating themselves to political appointees, like the Board of Regents. These leaders are used to and comfortable with being beholden to a legislature. If a leader has operated at the JIIM environment in multiple repetitions, he or she has performed countless testimonies at the federal level, and therefore dealing with the

legislature has become routine. To General Cucolo, the Board of regents is eerily similar to the OSD (Office of Secretary of Defense).

If a leader has operated at the highest levels of the military system, he or she is quite comfortable with leaders in lower levels of the organization having a level of autonomy and independence. At a senior level, a leader does not have time to micromanage – rather must provide intent and guidance, but his or her followers to make smart, informed strategic decisions. One of the largest advantages that General Cucolo has is that he is extremely comfortable in a culturally diverse, stakeholder agenda diverse environment because every environment he was in the military (stateside and deployed) was diverse. When General Cucolo ran the \$35 billion equipment budget for the Army, he had to work with the Surgeon General's office to Intel, etc. Also, he had to convince political appointees and political staffs where he was spending money and why. People who have operated at the strategic level of the military are familiar with and have practiced *iterative decision making*. Iterative Decision Making is taking steps to move towards a goal. That is, not everyone will be convinced to make a decision or that a decision is right at the first meeting and that a leader cannot command the environment. Because a leader needs buy in and consensus from his followers, he or she must take a journey of steps to reach the ultimate goal.

In leading an effective team, General Cucolo believes in acting with a balance of transformational and transactional leadership behavior. There is no way to avoid transactional leadership, as there must be consequences for behavior. However,

when transactional leadership outweighs transformation leadership, the system does not work.

Hierarchical and transactional leadership does not work in the 21st century.

Being a slave to processes can kill the growth of a team and an organization.

Figure 3.2 The Competing Values of Leadership, Effectiveness, and Organizational Theory

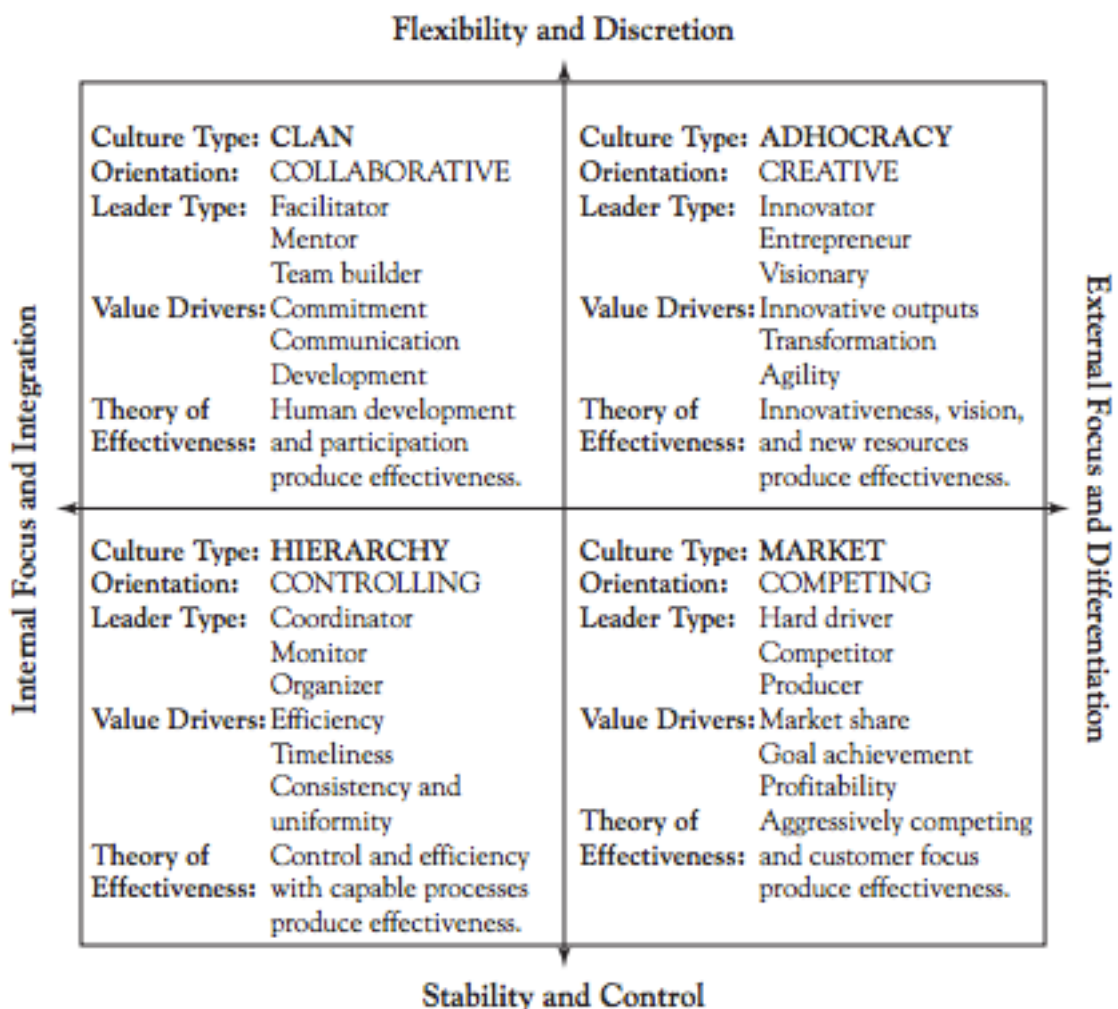
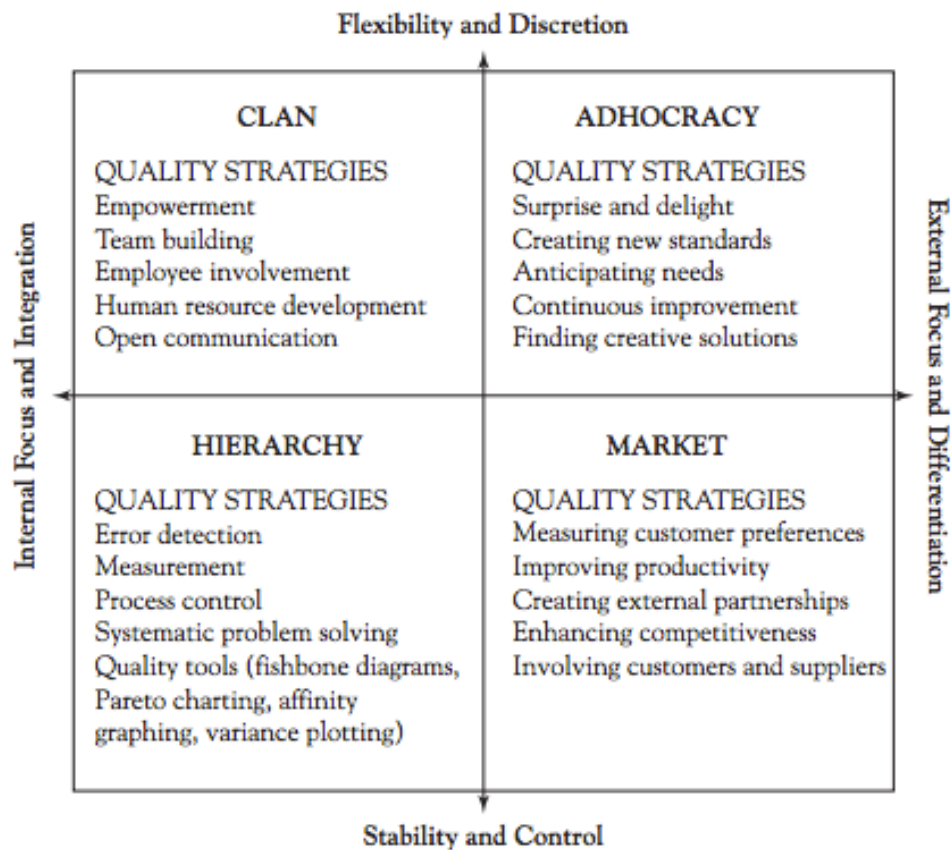


Figure 3.3 The Competing Values of Total Quality Management



(Graphs taken from *Diagnosing and Changing Organizational Culture* pgs. 46 & 50)

A successful organization is the result of a leader finding a way to utilize all four types of leadership to best fulfill the needs of the organization. Being too heavy in a particular quadrant can lead to the failure of the organization, as many followers do not respond well to certain types of leadership.

For future leaders to be successful early in their careers, General Cucolo believes that they must first discover what their strengths and weaknesses are and understand what their biases are to become self-aware. The most important thing for a young leader to understand and remember is that you will evolve and you will

change. With every repetition of leadership experience you get, you are going to change. You must embrace that change to see growth of leadership style and evolve to best lead your followers. A trick that General Cucolo has learned to become a master communicator and to understand behavior is through reading biographies of great leaders. By reading biographies, leaders are able to pick up situational leadership and can learn how people behave, good and bad, in different situations. Generally, human behavior is timeless, so the situations are still applicable today. A budding leader must also observe and actually reflect on the leaders in their lives – acknowledging what they do well and what they do not do well. Doing a personal evaluation of what you like and do not like about the leaders around you repetitively allows you to log in your brain positive leadership activity that you can fall back on when you are presented in a similar situation in the future. Finally, General Cucolo believes that every leader must have a sense of gratitude where they do not get caught up in the **close in stuff** and feel thankful for what they have. A sense of gratitude is a sign of maturity that an entire team is able to feed off of and thrive. To General Cucolo, the best leaders are those who regardless of how messy the situation is, are thankful to be able to lead people.

Final Notes:

*Seeing the aftermath of poor leadership that left deep chasm of poor trust and having to fill it with repetitions of leader behavior to regain trust.

*Biggest surprise to higher ed: How similar it is to the military – so comfortable dealing with policies, regulations, and laws.

*General Cucolo was even more prepared because he was President of the Army War College for two years so had worked with faculty and education budget in the past.

*Language, lexicon and process were readily familiar which lowered some of the barriers to entry into Higher Education.

*One of the hardest parts of the movement from the Army into Higher Education has been the inability to work as closely with young troops and sergeants. The energy that comes from working with first line leaders is difficult to replicate.

*The sense of service in working for a public higher education institute is similar to the military – first served the country, now serving the state.

*For General Cucolo, there must be something more than they pay check to be satisfied – service is critical.

General Howard Prince

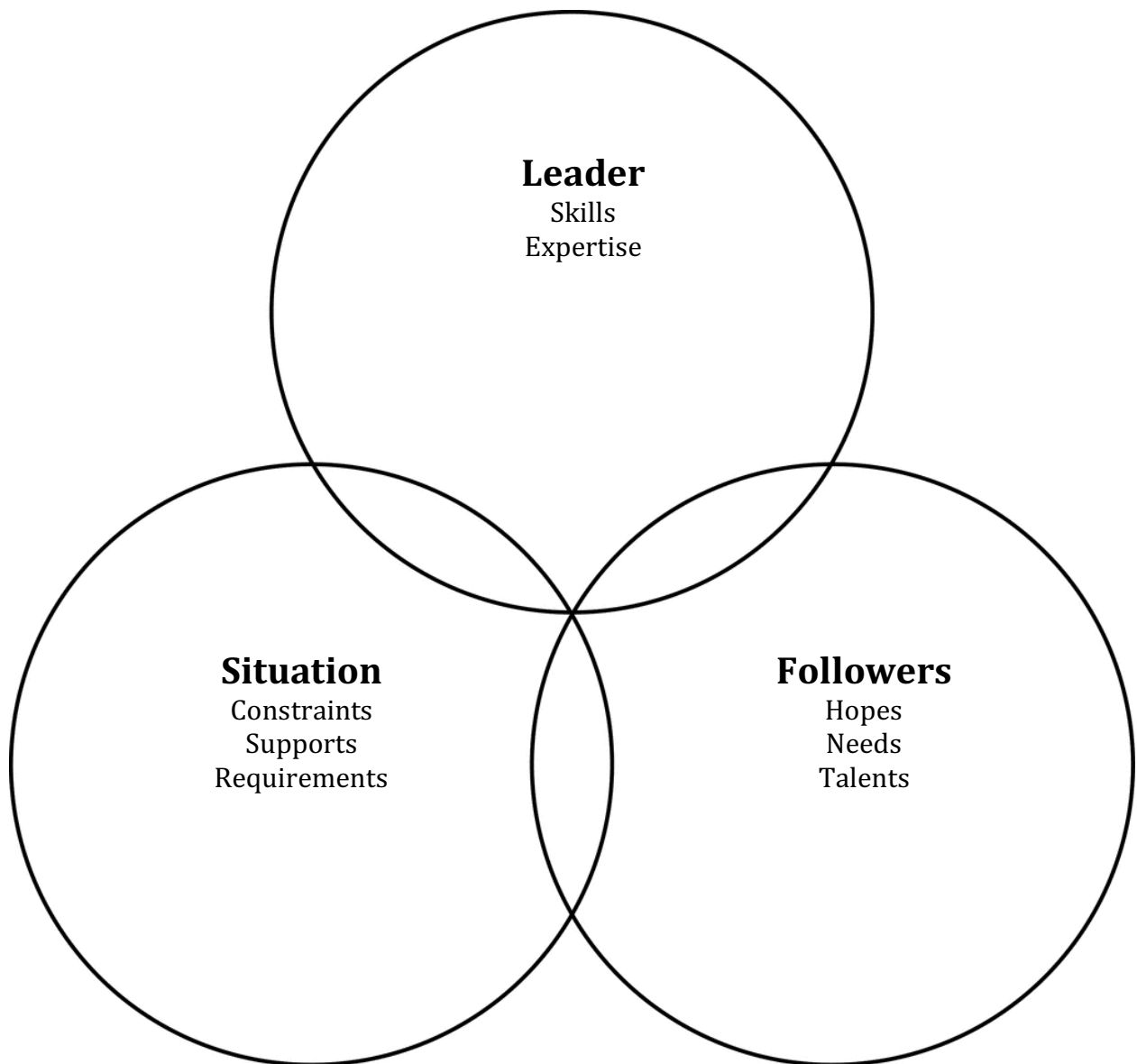
“People who think in terms of 3 circles of successful leaders are the ones who are on the right track to being successful”

Too many people assume that leadership is completely about the leader. People are constantly searching for the most effective style of leadership or skill to be the perfect leader. According to Howard Prince, this is the wrong approach to becoming a great leader. To Howard Prince, the focus of a great leader is not just on the leader, but also on the situation and the followers. Understanding leadership is a complex task because of the interdependence of the three distinct and dynamic aspects. Even if a leader was to master one of the skillsets, that individual would be really great in one aspect, but not as an overall leader for a team or an organization. Learning how to be effective in all of the circles of leadership is a testing task that takes years and experience to understand be successful.

General Prince credits his success in the army to his ability to figure out and adapt to new situations and followers. The first step a leader should take is to analyze the situation. The leader has to learn what is going on around him and adapt in order to change the skills needed to be successful and master the new requirements. Typically, leaders are either adaptive or they are not based on the skills and experience that the leader encompasses. General Prince stresses the importance of the necessity for a leader to understand that he or she must adapt to what his or her followers' capabilities. There are far too many leaders have a “my way or the highway” mentality. By not adapting to the needs of followers, followers are able to check out and move away from wanting to help the team and begin doing

the bare minimum to survive and get by (both in the Army and Higher Education).

In the Army, leaders are tasked with building teams that willing to die for the team – thus an emphasis on creating and training strong leaders is formed.



Howard Prince believes that ex-military leaders are great with budgets due to the military being an exceptional steward of money as a cost center rather than a profit center. The military is able to make do with what it is given and find ways to be effective through budgeting. In the University of Texas system, for example, the state legislature is not going to raise appropriations for the University of Texas, so the school must fundraise and work to create private funds. Therefore, a university such as the University of Texas works as both a profit and cost center, having to budget on the appropriations from the state and create new products to fundraise and generate private funds.

According to Howard Prince, the hardest place to be a successful leader is in higher education due to the difficulty of the followers. Most faculty members who rise through the ranks in a traditional sense do not ever learn how to deal with others effectively and therefore find difficulty in completing tasks and initiatives. A big difference between higher education and other institutions is that the situation in higher education is that faculty members are constantly on the hunt for the truth and new information. In a traditional corporate or military institution, the leaders have more information than the followers, however, in higher education given the importance of research, the values are collegial and the leader does not necessarily have more information. In higher education there is shared governance, which creates an environment where it is difficult to encourage new behavior and to create initiative and change. General Prince references Colin Powell's success in moving to the state department as a similar situation. Powell knew that he had experts around him so he used his time and energy to motivate others to use that power to create a

positive impact. Collin Powell was extremely successful in this endeavor, ultimately getting bureaucracy moving. Powell is an example of someone who was able to utilize the three circles of successful leadership in order to be successful. He understood his followers, their needs and skillsets. Additionally, he knew the situation and was able to use his own skills to create a situation that was effective, thus exhibiting positive, successful leadership.

Howard Prince also asserts that trust is the foundation of real leadership. A real leader is able to get his followers to do more than they need to by bringing out discretionary output. Most people have a band of about 20 percent extra energy that they are able to give. A great leader is able to tap into that energy because the followers trust the leader and want to be better and work harder for him or her. To create change, interpersonal connections are needed between the leaders and followers to build the trust necessary to see this transformation. Alternatively, when a leader loses trust, his followers pull back and become afraid of going above and beyond, doing what is only necessary to not be fired. A leader must trust everyone until they show signs that they are untrustworthy, where a leader must earn all of his or her followers' trust. Although trust is not a given for a leader, there are ways to effectively earn that trust. General Prince believes that the best way to earn trust is to practice the golden rule – do unto others as you want others to do unto you. That is, treat people the way that you want to be treated. Additionally, the leader needs to set the example – a leader is the hardest working person out of the group and needs to visibly set the example so that everyone is able to see that the leader is the first one there, the hardest working, and the last one to leave.

It is important to remember that different levels of leadership dependent on the size of the team requires different skills. The first level of leadership is a four to ten person team – requiring face to face interaction. In this case, leadership is very interpersonal and requires understanding people and their talents. The next level of leadership is “a leader of teams” – leading a group of team leaders. In the corporate world, when one becomes a regional leader, he or she still needs to be able to influence the sales people, but through someone else. The third level is the “C Suite,” which is responsible for big teams of teams. The role of a “C Suite” level executive is to create *culture* and lead in an indirect style. C-Suite executives must define the purpose of the company and let the employees (followers) know why they should work hard for the company. One of the biggest complaints about CEOs is that they micromanage, so as one moves up through the system and the levels of leadership, one must be cognizant of the role and the tasks of the leader at the particular level. However, this can be extremely difficult, especially if someone has been in the same role for a long period of time. When people move up to a new level, they are incompetent at the level, so they must learn new leadership skills and styles dependent on the followers and on the situations.

For future leaders, Howard Prince thinks that they must first ask themselves why they want to be leaders. What are the motives for accepting a leadership role? General Prince believes that we need all of the leaders that we can get because leaders are what create a free liberal democracy (in the sense of free and open) that can benefit all of its citizens. Without leaders this is not possible, however, people must become students of leadership and understand the reasons for wanting to lead

prior to becoming a leader. General Prince gives six ways for young leaders to develop themselves as a leader.

1. Learn about human behavior (we are extremely irrational and emotional beings). Study the behavioral sciences and humanities to learn to understand other people.
2. Get as much experience as you can in leadership roles while you are a student. When you are a student, the risks are not as big. A student leader is not going to kill anyone, bankrupt company, etc.
3. Learn from other leaders successes and mistakes. When a leader really makes you mad or upset, ask yourself how to avoid that mistake.
4. Take time to think about the experience and learn from experience, and take time to reflect. Develop small group of people you can trust and let your guard down and be totally transparent. If you screw up, ask your close group how to fix it and talk through to learn.
5. Take formal assessments to learn about your leadership style. Be able to ask yourself “is who I am a good fit for this org and for these people?”
6. Doing the same thing all the time in leadership is a recipe for failure. For example, if you are an extrovert and a vocal leader, know what you should do at a funeral? Keep your mouth shut. Have to change style given the social norms and the situation.

By following these steps, leaders can discover themselves and eventually learn to be a great leader and understand their purpose for wanting to lead others.

Final Notes:

*People do not want to be held accountable. A good leader holds them to a new standard.

*Important to be a good learner and watch people you view as leaders

*Look around and see what makes a difference in what you can do and how you do it.

*People often try to get things done the same way over and over, failing every time

*As an overall belief, Howard Prince does not believe that all military leaders are able to smoothly transition into higher education or the corporate world. The leaders that are seen in Higher Education from the military are the some of the greatest leaders in the country.

Judson Kauffman and Joe Wolfel – Exbellum

As ex Navy seals, Judson Kauffman and Joe Wolfel believe in the power of strong and efficient leaders. After their experiences in the military, they founded the firm Exbellum, which focuses on teaching leadership to business leaders. Through their programs, Judson and Joe are able to teach corporate companies team building and how to best operate a team for leaders.

According to Judson and Joe, the most important technique for a leader to be able to embody is to be able to combine experience with training. People who transition from the military into a different institution are successful in their new, even if they do not have subject matter expertise, because they have experience leading humans and understanding the needs of other people. In the military, you are a leader first and an expert second. In other industries, is the other way around and there is a much stronger focus on being an expert and leadership is not prioritized. Judson believes that people are able to move through the corporate world based on their expertise in a subject matter and ultimately become leaders without having any experience or training in leading people. This in turn, sets up the leaders and the organization to fail. Judson and Joe stress that when an employee reaches the role of a leader, the job is to lead people, not to be a subject expert. In the military, people are first taught to lead, then they are taught skills, as the military holds leadership as the primary duty of a soldier. A problem that higher education institutions run into is that they fail to understand that successful leadership takes a specific skillset just like being a professor. When people are promoted and take on leadership roles, if they do not have the proper preparation

to lead, it is extremely difficult to be effective, which Joe credits the success of ex Military leaders in higher education.

Judson and Joe believe there are four traits that are important for a leader to embody:

1. Responsibility
2. Vision
3. Mental Agility
4. Integrity

Leaders need to be able to make fast and educated decisions. Additionally, to be a successful leader, one must be able to provide direction among lots of options and execute tasks efficiently and effectively. An effective leader is able to build strong team cohesion and a deep level of trust between the members of a team.

The difference in leadership that is seen in the military versus the civilian world is in part due to the different luxuries that the military has. Judson and Joe comment that the military has more leniencies on “hurting” people and can therefore push the limits of training leaders to a further degree. For example, during seal training, the potential seals are placed in situations that task them mentally and physically (and in most civilian situations would be a lawsuit waiting to happen). Through these training exercises, members of the team have a shared foundation of hardship. By artificially creating physical and mental demands, the Seals are able to create team cohesion and trust. All of the institutions of training that the military has available build trust. Therefore, the question that remains is

how can one build a similar foundation of trust without having the ability to use Military resources.

One of the ways that the military is able to build transparency and trust within their ranks is through *After Action Reviews*. Joe notes that the military is obsessive about debriefing and reviewing after training and combat missions. In the corporate world, debriefing is not prioritized and often gets left out of meetings. By having After Action Reviews, cohesion, trust, and learning are prioritized within the organization. Often, when an ex military leader moves into an organization, he or she is able to implement a system of review and debriefing that increases the communication channels within the organization. It is extremely difficult to have a learning organization without debrief and review, as the ability to learn from past mistakes and successes is essential in the learning process. Additionally, when it comes to leading people, Judson and Joe assess that people place a high value on being able to see something tangible. People will not follow a leader unless the leader is able to demonstrate through visual tasks that the leader has the necessary traits to lead. The best way for a leader to do this is through making an effort to put himself or herself in front of others and to make sure that people see them leading, whether it is eating meals last, placing himself in the first caravan, etc.

The struggle that most ex military members must deal with after transitioning into a new institution is the assumption of the lack of a common language and training in certain aspects of the job or field. Judson and Joe see that when someone moves into a new organization and tries to make a plan, often the words and phrases that an ex military person uses are not understood because

there is not a common language for everyone. For example, in the military, most people have the same specific definition for strategy, however, in the civilian world, that definition is not the same across the board. The lack of a common language in the civilian world is rooted in the lack of institutional training. In the military, this language is established through cross functional efforts, but in the civilian world this experience, which takes time and investment is seen as just a cost. Since the military is about effectiveness and not efficiency, the cost and time to train is not an issue. The military believes that people are more important than hardware. Along those lines, the last item that the military would cut, according to Judson and Joe, is institutional learning. The current time period is one where people leaving the military have actual combat experience and people are having to deal with having done and see other people do things that one would never have thought that others would have to deal with. Having seen this entire spectrum of human behavior is creating an interesting dynamic group of people coming out of the military and moving into new institutions.

Even though immediate communication may be a problem for some ex military leaders, many leadership traits do translate well from the military into a new institution. First, the pragmatic leadership experience in a multitude of environments allows leaders to quickly adapt to new situations. There is also a comfort with ambiguity. Judson and Joe discussed VUCA (Volatile, Uncertain, Complex, and Ambiguous) as the environment that junior leaders face when they are put in an environment where they are forced to make decisions on the spot. When people come out of the military who have had tangible interactions with a

VUCA environment, having taken action without total knowledge and seen the impact of these decisions, they understand the challenge for leaders to make good, fast decisions. These ex military leaders have learned how to make immediate, fast, and good decisions through training and experience. In the corporate world and in higher education, there problems still exist, however, the leaders who came up through the system do not have the training to understand how to best make a decision in the environment. Furthermore, ex military members have experience with agility and contingency planning. When looking at a plan, they are able to ask what could go wrong and create branch plans off of those points. It is a very proactive decision making practice before crossing the line of departure. In the civilian world, people do not generally have contingency plans. A key component to being actively ready in a VUCA environment is to proactively plan against risk.

When an ex military leader comes into a new environment, the first task is to encourage leaders to focus on trust and cohesion within a team. For a team to see continued success there must be a high level of trust from member to member and also communication without fear up and down the ranks. Joe remarks that there is a very tangible aspect to leadership. Articulating the what and the way, emphasizing what the goal is and why the leader is relying on the team to achieve these goals are critical tasks in communication between a leader and the team. Joe notes that often even though the leaders believe that the team understands the tasks and goals, that often the employees have no real idea. When the team has total understanding of a situation, it is enabled to make decisions without having to call the committee because the team already understands if decisions align with visions and values.

For future leaders Judson and Joe emphasize the importance of learning how to be a good follower. In order to eventually become a great leader you must first learn from those who lead you. Joe believes that there are three specific things a young leader must do while embarking on a journey into leadership:

1. Figure out why you want to be a leader. A lot of people want to lead, but do not actually know why. If the result of this search ends up being inwardly focused, might want to take another look
2. Figure out why you care about people and start exhibiting interest in other people. Try to understand human interaction. What do people care about, how do they make decisions?
3. Start figuring leadership out. It is critical to “get smart” on leadership by reading books, studying case studies and becoming a student to the understanding of people

Ultimately, it is important to understand that leadership is a conscious choice, not a talent or a gift. By looking at the choices you make, you can know if you will result in being a good servant leader. Leadership is not glorious and a difficult role to take on. Leadership is a burden that you have to bear everyday.

Final Notes:

*Undeveloped leaders focus on the how, rather than allowing followers to figure out problems for themselves

*Leaders who have trouble with lack of trust and micro managing have trouble with not telling the team how to complete a task.

Dave Swanson

Dave Swanson believes that different ex military leaders will have different perspectives on leadership based on the amount of time a leader spent in the military. He breaks up military leadership into three categories. The first is someone who spent three to five years in the service and was most likely a junior officer. The next is an individual who spent roughly five to fifteen years in the service and is in a role like Captain or Major. The final category is someone who spent fifteen or more years in the service and holds the role of Lt. Colonel or above. The reason that Dave breaks these down into categories is because the roles that people are able to take on after military service is driven from these roles. On one hand, a junior officer has seen battle and/or combat, therefore thinking of leadership from that perspective. A General, on the other hand, has been in the system for so many years that he or she sees military leadership from a much broader stance. Dave believes that often, the leaders who are able to easily transition from one institution into another have leadership experience from the fifteen or longer category.

Dave stresses the idea that being a great leader is not just about being technically superior at doing something or completing certain tasks. Just because someone is the best at a certain skill does not mean that he or she understands how to be a leader. Dave believes that the reason that ex military people are having success in higher education is due to the familiarity with a system where changes are not overnight. In both the military and in higher education, leaders must utilize advocacy and how to convince people to be on their side to get approval.

Additionally, confidence plays a major role in leadership, as people will not follow a leader without confidence. Dave says that if you second-guess yourself, others will triple guess you. For this reason, Dave believes that the most important trait for a leader to have is confidence and to have a broad knowledge. Leaders cover many areas and therefore must understand more than just the task – they must embody counseling and compassion. A great leader is able to serve as a coach, parent, or mentor to his or her followers. Often a leader wears many different hats on a team and must learn to not become overwhelmed with difficult situations.

In team leadership, Dave credits success to leaders who are able to clarify roles and ensure that everyone on the team has and knows their defined role. By being able to delegate with authority, a leader can empower the members of a team to be better than they thought possible. A large component of the success of a team is trust with the leader and within the ranks of the team itself. For a leader, earning the trust of followers takes years and often has a defining moment. Losing trust, however, can be lost in the time it takes for a grenade to explode. Once trust is lost, it is nearly impossible to regain it to the same degree as before.

In his transition from the military world to civilian world, Dave saw many differences and similarities between how certain leadership skills worked in the military versus the civilian world. To Dave, the understanding of how to get tasks done in an urgent situation has been extremely beneficial to his civilian career. Additionally, the ability to prioritize given the significance has also been a strength in the corporate world. However, there are also many differences between the two. First, Dave noted that in the military people are told what to do, however, in the

civilian world, leaders must ask followers to do something. This results in a more difficult course of completing tasks, especially if a follower does not want to do the task asked by the leader. This in turn creates an environment where a task might get done versus in the military where the task always was completed. Dave furthers his comments on accountability by discussing the reward and punishment systems in the military and the corporate world. In the military, if someone does not complete a task, he or she can be punished, whereas in higher education and the corporate world others are disappointed in them, but rarely punished.

The most important skills to develop to be a successful leader:

1. Selfless service
2. Giving to others
3. The more selfless service you can provide, the more successful you will be

Final Note:

*Rest is important. If you have a good horse, keep running it, but eventually it will run out of power.

Conclusion

Leadership is a broad and vast topic that is difficult to fully understand and truly grasp. Diverse arenas and institutions require leaders to have different skills to be successful in their distinct institutions. The information discovered and analyzed in this thesis serves as an introduction to understanding the connections between the military, higher education, and the corporate world. The success of former military members in higher education and corporate America can in part be attributed to the emphasis that the military places on learning and experiencing different roles of leadership while moving through the ranks of the military. Thus allowing for an explanation as to why the military serves as a breeder of the nation's best leaders. The goal of this thesis was not to determine what creates a successful leader, rather to understand why former military leaders were finding success leading in the distinct institutions of higher education and the corporate world. Ultimately, what this thesis uncovered was that success in the transition boils down to five specific themes:

1. Leadership Is Intentional
2. Utilize Past Experiences
3. Consensus & Teamwork
4. Trust & Transparency
5. Empathy

Within each of these themes, there are many skills and experiences that allow these themes to expand and to transform into tangible methods of leadership that can be

applied to all those interested in becoming intentional leaders and improving the teams and organizations that they lead. In beginning a quest to become a great leader, the skillset to excel in different institutions may differ, however, this thesis has presented skills that may help predict success in effective leadership across distinct institutions.

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Interviews

General Josue Robles

Dr. Tom Rozanski

Admiral Bobby Inman

General Tony Cucolo

General Howard Prince

Judson Kauffman

Joe Wolfel

Captain Dave Swanson

Biography

Andrew “Cowboy” Rindler was born in San Antonio, Texas on March 13, 1994. He enrolled at the University of Texas at Austin in 2012 where he earned degrees in the Plan II Honors program and the McCombs School of Business. Cowboy is the founder and president of the Texas Leaders program, a member of the Zeta Beta Tau fraternity, and was actively involved in Student Government during his time at the 40 Acres. From fall 2016 to Summer 2017, he served as Deputy to the Dean of Undergraduate Studies. Additionally, Cowboy is a Texas Country musician and can be found playing weekly around Austin. He graduated in December 2016 and will begin work as an Associate Consultant at Ernst & Young in Fall 2017.